

## Green Sea Floyds Elementary

5000 Tulip Grove Rd  
Green Sea, South Carolina 29545

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	704 Students	
<b>Principal</b>	Shirley H. Huggins	843-392-1078
<b>Superintendent</b>	Dr. Bobby Nalley, Acting Superintendent	843-488-6700
<b>Board Chair</b>	Will Garland	843-358-8002

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	8	57	44	3

## IMPROVEMENT RATING

## BELOW AVERAGE

## ADEQUATE YEARLY PROGRESS

## NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Good	Average	No
<b>2004</b>	Good	Below Average	Yes
<b>2005</b>	Average	Unsatisfactory	No
<b>2006</b>	Average	Below Average	No

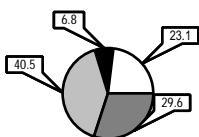
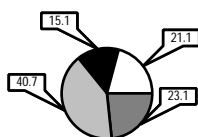
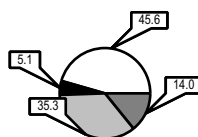
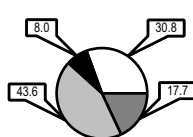
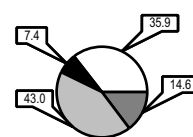
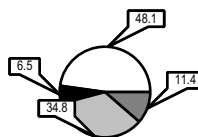
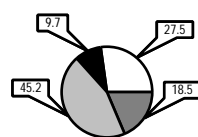
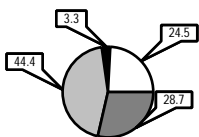
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.2%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	377	99.2	22.9	40.6	29.7	6.9	46.6	Yes	Yes
<b>Gender</b>									
Male	186	98.9	28.0	38.3	26.3	7.4	42.9	N/A	N/A
Female	191	99.5	17.7	42.9	33.1	6.3	50.3	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	216	99.1	11.8	39.2	40.2	8.8	58.3	Yes	Yes
African American	141	100.0	40.8	40.0	14.6	4.6	27.7	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	18	94.4	21.4	64.3	14.3	0.0	50.0	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	300	100.0	15.3	40.2	35.9	8.5	54.8	N/A	N/A
Disabled	77	96.1	53.6	42.0	4.3	0.0	13.0	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	377	99.2	22.9	40.6	29.7	6.9	46.6	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	9	88.9	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	368	99.5	22.7	40.1	30.2	7.0	46.8	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	293	99.0	27.8	43.2	23.7	5.3	40.6	Yes	Yes
Full-pay meals	84	100.0	7.1	32.1	48.8	11.9	65.5	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	377	99.2	21.1	40.6	23.1	15.1	53.1	Yes	Yes
<b>Gender</b>									
Male	186	98.9	24.6	33.7	25.1	16.6	54.9	N/A	N/A
Female	191	99.5	17.7	47.4	21.1	13.7	51.4	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	216	99.1	12.3	36.3	29.4	22.1	64.7	Yes	Yes
African American	141	100.0	36.2	46.2	13.1	4.6	33.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	18	94.4	14.3	42.9	28.6	14.3	64.3	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	300	100.0	11.7	43.1	26.7	18.5	62.3	N/A	N/A
Disabled	77	96.1	59.4	30.4	8.7	1.4	15.9	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	377	99.2	21.1	40.6	23.1	15.1	53.1	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	9	88.9	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	368	99.5	20.9	40.4	23.3	15.4	53.2	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	293	99.0	24.4	43.6	21.8	10.2	47.4	Yes	Yes
Full-pay meals	84	100.0	10.7	31.0	27.4	31.0	71.4	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	377	99.7	45.7	35.2	13.9	5.1	19.0
<b>Gender</b>							
Male	186	100.0	45.5	31.3	16.5	6.8	23.3
Female	191	99.5	46.0	39.2	11.4	3.4	14.8
<b>Racial/Ethnic Group</b>							
White	216	100.0	30.6	40.8	20.9	7.8	28.6
African American	141	99.3	70.8	23.8	3.8	1.5	5.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	18	100.0	35.7	57.1	7.1	0.0	7.1
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	300	99.7	38.1	39.1	16.7	6.0	22.8
Disabled	77	100.0	76.1	19.7	2.8	1.4	4.2
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	377	99.7	45.7	35.2	13.9	5.1	19.0
<b>English Proficiency</b>							
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	368	99.7	46.0	34.7	14.2	5.2	19.4
<b>Socio-Economic Status</b>							
Subsidized meals	293	99.7	53.4	32.1	10.1	4.5	14.6
Full-pay meals	84	100.0	21.4	45.2	26.2	7.1	33.3

<b>Social Studies</b>							
All Students	377	99.7	30.7	43.8	17.6	8.0	25.6
<b>Gender</b>							
Male	186	100.0	30.7	40.9	18.2	10.2	28.4
Female	191	99.5	30.7	46.6	17.0	5.7	22.7
<b>Racial/Ethnic Group</b>							
White	216	100.0	18.0	49.0	21.4	11.7	33.0
African American	141	99.3	50.8	36.2	10.0	3.1	13.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	18	100.0	35.7	35.7	28.6	0.0	28.6
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	300	99.7	25.6	45.2	20.6	8.5	29.2
Disabled	77	100.0	50.7	38.0	5.6	5.6	11.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	377	99.7	30.7	43.8	17.6	8.0	25.6
<b>English Proficiency</b>							
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	368	99.7	30.3	43.6	17.9	8.1	26.0
<b>Socio-Economic Status</b>							
Subsidized meals	293	99.7	36.2	45.1	12.3	6.3	18.7
Full-pay meals	84	100.0	13.1	39.3	34.5	13.1	47.6

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	81	100.0	13.7	28.8	53.4	4.1	57.5
	4	103	100.0	21.2	54.5	23.2	1.0	24.2
	5	92	100.0	20.7	52.4	26.8	0.0	26.8
	6	102	100.0	33.7	31.6	27.6	7.1	34.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	92	98.9	7.1	25.9	50.6	16.5	67.1
	4	88	100.0	31.2	39.0	27.3	2.6	29.9
	5	107	99.1	27.0	49.0	22.0	2.0	24.0
	6	90	98.9	26.1	46.6	20.5	6.8	27.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	81	100.0	15.1	65.8	16.4	2.7	19.2
	4	103	100.0	29.3	35.4	26.3	9.1	35.4
	5	92	100.0	19.5	46.3	22.0	12.2	34.1
	6	102	100.0	18.4	34.7	24.5	22.4	46.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	92	98.9	17.6	35.3	30.6	16.5	47.1
	4	88	100.0	28.6	35.1	20.8	15.6	36.4
	5	107	99.1	26.0	42.0	19.0	13.0	32.0
	6	90	98.9	12.5	48.9	22.7	15.9	38.6
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	81	100.0	53.4	38.4	8.2	0.0	8.2
	4	103	100.0	56.6	26.3	12.1	5.1	17.2
	5	92	100.0	53.7	29.3	9.8	7.3	17.1
	6	102	100.0	29.6	39.8	15.3	15.3	30.6
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	92	100.0	32.6	45.3	17.4	4.7	22.1
	4	88	98.9	46.8	39.0	10.4	3.9	14.3
	5	107	100.0	53.5	28.7	11.9	5.9	17.8
	6	90	100.0	48.9	29.5	15.9	5.7	21.6
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	81	100.0	28.8	53.4	16.4	1.4	17.8
	4	103	100.0	33.3	54.5	6.1	6.1	12.1
	5	92	100.0	46.3	35.4	12.2	6.1	18.3
	6	102	99.0	27.8	32.0	20.6	19.6	40.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	92	100.0	16.3	39.5	27.9	16.3	44.2
	4	88	98.9	33.8	49.4	14.3	2.6	16.9
	5	107	100.0	45.5	35.6	10.9	7.9	18.8
	6	90	100.0	25.0	52.3	18.2	4.5	22.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 704)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.1%	Down from 2.0%	3.6%	2.8%
Attendance rate	95.7%	Down from 95.8%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.8%	Down from 4.5%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.8%	Down from 5.0%	0.0%	0.0%
Eligible for gifted and talented	18.0%	Up from 17.7%	7.3%	10.4%
On academic plans	53.1%	N/AV	40.9%	33.6%
On academic probation	0.5%	N/AV	0.2%	1.0%
With disabilities other than speech	11.1%	Up from 10.7%	9.1%	7.5%
Older than usual for grade	0.3%	Down from 1.1%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.6%	Down from 1.7%	0.0%	0.0%
<b>Teachers (n= 49)</b>				
Teachers with advanced degrees	30.6%	Down from 32.6%	51.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	17.7%	N/A	2.3%	2.4%
Teachers with emergency or provisional certificates	2.6%	Down from 5.0%	0.0%	0.0%
Teachers returning from previous year	92.8%	Up from 90.0%	87.1%	87.3%
Teacher attendance rate	94.2%	Up from 92.5%	95.1%	94.9%
Average teacher salary	\$41,591	Down 1.2%	\$42,047	\$42,485
Prof. development days/teacher	20.0 days	Up from 15.6 days	13.3 days	13.3 days
<b>School</b>				
Principal's years at school	22.0	Up from 21.0	3.0	4.0
Student-teacher ratio in core subjects	16.1 to 1	Down from 20.3 to 1	18.0 to 1	18.6 to 1
Prime instructional time	88.0%	Up from 87.5%	89.8%	89.7%
Dollars spent per pupil*	\$7,139	Up 5.9%	\$6,742	\$6,557
Percent of expenditures for teacher salaries*	60.9%	Down from 61.0%	63.5%	64.0%
Percent of expenditures for instruction*	65.6%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	93.9%	Up from 92.3%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	12.9%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	9.0%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Green Sea Floyds Elementary School is proud of its 2006 academic accomplishments and services provided to our community. The school has participated in several service learning projects sponsored by our student council. Among those projects were American Cancer Society's Relay For Life, which raised \$4,437, and the Walk for America March of Dimes project, which collected over \$800. Over fifty bags of food items were distributed to area churches for needy families. The PTA fundraisers exceeded \$10,000, which will be used to fund field trips and purchase educational materials.

Our students have been recognized for their hard work and good behavior through the Renaissance Program. With the increasing number of students receiving Renaissance awards each year, it is showing that this recognition program is effective. In fact, there have been a total of 486 students honored in 2006. Students also have the opportunity to visit weekly the Hard Work Café for their effort and good behavior. Moreover, the school has implemented the Trojan ticket incentive program where students earn tickets for good behavior.

Students earn certificates for being spotlighted on the Principal's Spotlight for Writing each month. Larson's Math Certificates are awarded weekly on the live TV program. The School Store is available to students whose behavior greatly improves. The Accelerator Reading Program provides small prizes and the grand prize of a field trip for points earned. Test results and other factors that indicate successes and opportunities for the students included the following:

PALS Pre-K results exceeded the district averages in Verbal Memory, Print Knowledge, Concept Words, and Name Writing.

DRA text level average for kindergarten exceeded the district by 5 levels.

MAP results indicate that second-grade students exceeded the district by 3 percentiles in language, 7 percentiles in reading, and 3 percentiles in math.

Math Celebration recognized 195 students.

The school staff has participated in extensive staff development on the anatomy of an effective lesson, curriculum mapping and notebooking in science, and analyzing tests results to identify means for improvement. Our school is involved in the state's Science Coaching Model. MAP results have been utilized to provide differentiation of instruction in math and language arts. Weekly grade level planning has given teachers an opportunity to design curriculum and learn more about effective teaching strategies.

Our main focus for 2007 will be to become the very best school in literacy instruction and to increase the percentage of students scoring proficient or advanced on PACT. It is a privilege to serve the children and the Green Sea Floyds community. Please join us in our pursuit of being the top performing school of our kind in the state of South Carolina.

Shirley H. Huggins, Principal

Marcus Fowler, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	47	78	43
<b>Percent satisfied with learning environment</b>	70.2%	79.5%	78.0%
<b>Percent satisfied with social and physical environment</b>	80.9%	75.6%	65.1%
<b>Percent satisfied with school-home relations</b>	60.0%	80.5%	75.6%

\*Only students at the highest elementary school grade level at this school and their parents were included.